






BUILDING SELF ASSESSMENT RUBRICS BASED UPON SOLO TAXONOMY

 Extended abstract	<p>Learning outcomes go beyond subject and makes links to other concepts – generalises</p> <ul style="list-style-type: none"> • students make connections beyond the immediate subject area • students generalise and transfer the principles from the specific to the abstract <p>The coherent whole is raised to a higher level of performance showing expertise within and of itself.</p> <p><i>Generalise, predict, evaluate, reflect, create</i></p>
 Meaning	<p>Learning outcomes show full connections made, and synthesis of parts to the overall Meaning</p> <ul style="list-style-type: none"> • students demonstrate the relationship between connections • students demonstrate the relationship between connections and the whole <p>Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself</p> <p><i>Sequence, compare contrast, classify, causal explanation, part whole analysis, analogy</i></p>
 Limited connections	<p>Learning outcomes show connections are made, but significance to overall meaning is missing</p> <ul style="list-style-type: none"> • students make a number of connections • the significance of the relationship between connections is not demonstrated <p>Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas</p> <p><i>Define, describe, identify, name, list label, follow simple algorithm</i></p>
 Simple connections	<p>Learning outcomes show simple connections but importance not noted.</p> <ul style="list-style-type: none"> • students make simple and obvious connections • the significance of the connections is not demonstrated <p>One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas</p>
 Unconnected information	<p>Learning outcomes need teacher assistance</p> <ul style="list-style-type: none"> • students are acquiring pieces of unconnected information • no overall sense • no organisation <p>There may be preliminary preparation, but the task itself is not attacked in an appropriate way.</p>